

THE IMPORTANCE OF DISTANCE EDUCATION IN TEACHING ENGLISH THROUGH VARIOUS TECHNOLOGIES

Egamberdiyeva Sevara Gulamovna

Teacher at Uzbekistan state World Languages University,
Tashkent city, Uzbekistan.

Abstract

One of the most modern ways to increase the effectiveness of education among youth today is the effective use of innovative technologies in the educational process. Therefore, research papers are being conducted to develop different projects to create a system of distance education for students using innovative technologies by scientists. In the 21st century, the development of science and information and communication technologies has led to a significant acceleration of the education system. This paper is intended to provide basic information about usage and development of distance education that is crucial for learning new educational technologies.

Keywords: Distance learning, interaction, information technologies, model, Internet.

The development of information and communication technologies has led to the emergence of a new direction in distance education. At present, great attention is paid to the current work of distance learning in educational institutions of the Republic. At the same time, the development of science and technology, the change in the composition of knowledge, skills, qualifications and the constant increase in the volume are characterized by the high demands on today's specialists. Distance learning is the implementation of the relationship between teacher and student in the learning process on the basis of the use of modern information and communication technologies. Distance learning system (DLS) is an independent education that does not require participation in lectures and classes, which allows the student to study at a time and place that suits him / her. is convenient with. The distance learning system requires only one continuous, active study of the learner.

Distance education is the most important type of learning and getting to know information on specific or non-specific subjects based on primary, secondary and higher education system. This article gives basic information on distance learning. It develops according to the general trends and laws of world development, such as



the science of pedagogy, the field of knowledge and the field of social practice. Therefore, the study of foreign experience in vocational education, its scientific understanding, the application of advanced ideas in the practice of national education is especially relevant. "Taking into account the positive world experience in the field of training applies to all elements of the system of continuing education and training and is one of the factors of its development." At the same time, it is important to remember that education, built on national ideas and traditions, always responds to national development issues.

The technical or organizational forms of such education can vary, and sometimes have completely unusual, unimaginable forms. However, we are convinced that the outcome of a person's education will depend not only on the forms of learning activities, including distance learning, but also on the basic psychological and pedagogical content on which the learning process is built. It is this content that is the starting point for developing the foundations of distance learning in relation to the national mentality. This "thing" is displayed on the screens of various symbolic operations. They materialize in their thoughts, feelings, and actions. Foreign and national experience, rich in the theory and practice of distance learning, confirms the relevance of research areas in general. New pedagogical information and the use of telecommunication technologies bring us closer to understanding the essence of distance learning, which is one of the methods of learning. Theoretical and practical issues of distance learning, which is a synthetic, integral and humanistic form of education should address most of the challenges facing the national education system. In studying the process of formation and development of distance learning in foreign educational systems, it is necessary to pay attention to the analysis of various forms and options of practical organization of distance learning in educational institutions and means of didactic support of distance learning.

The essence of the method of comparison is fully explained by the Chinese scholars H. Shu and N. Zhoular: will have a better idea of their place. At the same time, "vertical" comparisons are encouraging, and "horizontal" comparisons are realistic. " We will once again define the basic concepts of the subject of our comparative study. Distance learning is a set of educational services using a special information learning environment based on distance learning tools. Distance learning information-educational environment is a system of organizational means of data transmission, information resources, communication protocols, hardware-software and organizational-methodical support designed to meet the learning needs of users. consists of plasma. Distance education - to provide students with the main volume



of the studied material, interactive interaction of students and teachers in the learning process, to allow students to work independently on the independent study of the studied material and a set of information technologies that provide an assessment of the knowledge and skills they have acquired in the learning process. From the above concepts, it is clear that the comparative study should focus on how the distance learning environment is formed in the world. At the same time, we are primarily interested in the development trends in this area of education. In general, in the transition to non-traditional forms of education, the world trend is to increase the number of vocational schools preparing for new information technologies. Integration of university organizational systems is a unique trend in distance education. For example, in recent years, a new type of organizational structure of distance education - a consortium of universities - is developing. A specialized organization that unites and manages the activities of several universities provides distance learning services. The university consortium offers a range of courses designed for applicants at various universities, ranging from courses to degrees. In Western Europe, distance learning from higher education takes the form of so-called "open universities". National open universities in many respects use the principles of part-time education. On the basis of open learning - a fully independent learning environment in which students strive to achieve their educational goals. The principle of openness of education means: open admission to a higher education institution, ie the waiver of any conditions and requirements other than reaching the required age (18 years); freedom of open study planning, ie the creation of an individual study program by choosing from a system of courses; free choice of study time and pictures, ie admission of students to the university throughout the year and the absence of fixed study periods; free choice of place of study: during the main part of the study time, students are not physically in the classroom and can independently choose where to study. The implementation of the principle of openness has led to great organizational innovations, which can be put into practice through the introduction of new technologies for storage, processing and delivery of information. For example, in the 1990s, a new model of distance learning based on teleconferencing technology emerged. Modeling based on real-time teleconferences, which are the main form of interaction between students and teachers. However, teleconferences can be held between teachers and students, and between students themselves. These can be audio, audiographic, video-computer teleconferences. The tele-education model has only recently emerged, but it is leading to radical changes in the organization of modern education. It is on this basis that this is evident in the



development of a new organizational form of modern education - virtual universities. We see this form of learning as a new, emerging model of education. This model realizes the potential of rebuilding the education system with teleconferencing technology used for educational purposes. These technologies allow groups of students and individual students to interact with and interact with teachers at any distance from each other.

The main technologies of distance education include: Interactive technologies: Internet distance learning portal. Video and audio conferencing. Email training. Independent learning through the Internet. Remote control systems. Online simulators and training programs. Testing systems. Non-interactive technologies: Video, audio and printed materials. TV and radio shows. Programs located on disks. Video and audio conferencing is a way of using the Internet and other telecommunications channels to connect two distant audiences in a telecommunications setting. Video and audio conferencing will require a large amount of specialized equipment, a high-speed communication channel, and the involvement of service professionals to organize the training. -Independent learning through the Internet is a way to work independently and gain new knowledge on a large amount of information available on many sites on the Internet. -E-learning through e-mail is the most popular way to learn by communicating between students and teachers using the Internet. It can be used to send and receive various tests, tasks, questions and answers (in the form of text, graphics, multimedia, programs, etc.). - Remote control systems - a way to acquire knowledge using special systems that allow you to control and operate complex programs, systems and equipment in real time.

The main function of remote control systems is to provide the student with only practical knowledge. Simulators, e-textbooks and training programs are a way to get theoretical and practical knowledge to students offline through computer programs. Simulators and e-textbooks are widely used in education today. Testing systems are special programs that test students' practical and theoretical knowledge. Its main task is to test and evaluate students' knowledge. Internet distance learning portal is a special Internet sites (online resources). The main task of these sites is to organize the educational process, or in other words, to establish electronic online communication between student and teacher, to place teaching materials for teachers and to provide students with this to work with data and use other distance learning services.



The distance learning process should include the distance course author, methodologist, teacher (tutor, coordinator), psychologist, administrator, documentary, telecommunications and software group, and students. An author is a person who creates, updates, and edits a distance course. A Methodist is a person who consults and edits a course author. A teacher is a person who interacts with, assists, and tests students' learning. Psychologist is a person who organizes psychological monitoring of the learning process. An administrator is a person who handles student admissions and dropouts and attracts qualified teachers. Document manager - a person who works with documents. A telecommunications and software group is an entity that provides software and telecommunications resources. Students are individuals who participate in the learning process.

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